

# COVID Relief Application Alaska Grants Management System (GMS) Application Handbook



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## Overview

Congress approved two major COVID-19 relief packages, the CARES Act and the CRRSA Act, which contain programs that help support states and school districts in responding to the national pandemic. In March of 2021, Congress approved additional funding under the American Rescue Plan Act. The FY2022 COVID Relief Application will be used for districts to apply for all three major relief packages. Once districts' FY2021 Final Expenditure Reports (FERs) for the CARES Act and CRRSA Act Applications are approved, any carryover funds will automatically be loaded to the districts' combined FY2022 COVID Relief Application.

## Overview of the Grants Management System (GMS)

The Grants Management System (GMS) is the online tool the Alaska Department of Education and Early Development (DEED) uses to administer several federally funded grants. Districts will use GMS to apply for ESSER I (CARES Act), GEER I (CARES Act), ESSER II (CRRSA Act), and ESSER III (ARP Act). To access GMS, go to [gms.education.alaska.gov](https://gms.education.alaska.gov). Each user must have a User ID set up by the district's User Access Administrator in order to enter information into the system.

The screenshot shows the GMS Sign-In page. At the top is a yellow navigation bar with the 'State of Alaska' logo and links for 'myAlaska', 'My Government', 'Resident', 'Business in Alaska', 'Visiting Alaska', and 'State Employees'. Below this is a dark blue header with the 'Alaska Department of Education & Early Development' logo and name. A left sidebar contains a menu with 'GMS Home', 'Search', 'Contact DEED', 'Document Library', 'Help', and 'GMS Sign-In' (which is highlighted). The main content area is titled 'GMS Sign-In' and features a 'Sign-In' section with input fields for 'Email Address' and 'Password'. A 'Forgot your password?' link is located below the password field. A 'Submit' button is at the bottom right of the sign-in area. At the bottom left of the page, it says 'Public Access' and 'Production'.

## Overview of the COVID Relief Application

Once logged into GMS, to access the COVID Relief Application, locate the blue sidebar menu on the upper-left side. Select Funding, then Funding Application, Select the Fiscal Year 22, and then COVID Relief Application. This navigates the user to the COVID Relief Sections page. The Sections page is considered the homepage of the COVID Relief Application, as it displays the status of the application as well as links to each of the sections and pages that comprise the application.

Sections		
- FY 2022 - COVID Relief - Rev 0		
Application Status: Draft Started		
Change Status To: <a href="#">Draft Completed</a>		
<a href="#">View DEED History Log</a> <a href="#">View Change Log</a>		
Description ( <a href="#">View Sections Only</a> <a href="#">View All Pages</a> )	Validation	Print Select Items
All	<a href="#">Messages</a>	<a href="#">Print</a>
<input type="checkbox"/> Grantee Checklist		<a href="#">Print</a>
<a href="#">Grantee Checklist</a>		<a href="#">Print</a>
<input type="checkbox"/> History Log		<a href="#">Print</a>
<a href="#">History Log</a>		<a href="#">Print</a>
<a href="#">Create Comment</a>		
<input type="checkbox"/> Allocations		<a href="#">Print</a>
<a href="#">Allocations</a>		<a href="#">Print</a>
<input type="checkbox"/> CARES Act: ESSER I	<a href="#">Messages</a>	<a href="#">Print</a>
<a href="#">Accept/Waive Indirect Cost</a>		
<a href="#">Budget</a>	<a href="#">Messages</a>	<a href="#">Print</a>
<a href="#">Budget Overview</a>		<a href="#">Print</a>
<a href="#">Program Details</a>	<a href="#">Messages</a>	<a href="#">Print</a>
<a href="#">Related Documents</a>	<a href="#">Messages</a>	
<input type="checkbox"/> CARES Act: GEER I	<a href="#">Messages</a>	<a href="#">Print</a>
<a href="#">Accept/Waive Indirect Cost</a>		
<a href="#">Budget</a>	<a href="#">Messages</a>	<a href="#">Print</a>
<a href="#">Budget Overview</a>		<a href="#">Print</a>
<a href="#">Program Details</a>		<a href="#">Print</a>
<a href="#">Related Documents</a>		
<input type="checkbox"/> CRRSA Act: ESSER II	<a href="#">Messages</a>	<a href="#">Print</a>
<a href="#">Accept/Waive Indirect Cost</a>		
<a href="#">Budget</a>	<a href="#">Messages</a>	<a href="#">Print</a>
<a href="#">Budget Overview</a>		<a href="#">Print</a>

More detailed application instructions for fund source are provided later in this handbook, but below is an abbreviated description of all Sections and instructions for the entire COVID Relief Application:

- **Application Status** – Automatically records and displays the current approval level of the application.
- **Change Status To** – Indicates current options for changing the status of the application. When beginning a draft, users must select Draft Started to open the application. Additionally, this is where users indicate that their draft application is complete and they want to submit the application to the next level of approval either within the district or to DEED.
- **Grantee Checklist** – Districts are able to read feedback from DEED on this page. If the application is returned unapproved, DEED Program Manager(s) will describe what revisions must be made in order for the application to be approvable.
- **History Log** – Automatically documents and displays key changes in application status. Additionally, allows district and DEED to create comments which are displayed here and may also be sent to users via email from the Create Comment page.
- **Allocations** – Allocations for each grant in the application, including carryover, are shown here.
- **Grants** – The COVID Relief Application includes specific sections for ESSER I (CARES Act), GEER I (CARES Act), ESSER II (CRRSA Act), and ESSER III (ARP Act). Each grant section has the following sub-sections:
  - Accept/Waive Indirect Cost – waive or accept and apply the approved indirect rate to specific grant sub-categories of spending which are designated by purpose code.
  - Budget – enter dollar amount and narrative description of planned expenditures, categorized according to chart of account codes, and, if applicable, by purpose code.
  - Budget Overview – summary screen showing budget totals by account codes and purpose code. This screen is for viewing information only.
  - Related Documents – This will only be used as needed.
- **Assurances** – Enter the district DUNS number, the current System for Award Management (SAM) expiration date and agree to required statements. Additionally, download the Assurances and Certification Packet, sign the appropriate pages, convert them to a PDF file, and then upload the signed document to this sub-section.

## Updating Address Book and Grant Contacts

Before submitting the application, locate the blue sidebar menu on the upper-left side. Select Address Book, and then COVID Relief. For all fund sources, ensure the correct Grantee Contact is listed. If a Grantee Contact needs to be updated, click on the name of that grant. If a district representative is not appearing on the dropdown menu, a district representative with the User Access Administrator role will need to add them as a user and assign appropriate roles. It is imperative that the Address Book and Grant Contacts are kept updated so that notifications and emails are received by the correct district representative.

### Address Book

- FY 2022

[View All Grantee Contacts](#)

**General Contacts**

Application	Contact Type	Contact
<a href="#">Planning Tool</a>	Grantee Contact	
Homeless Education Liaison	Grantee Contact	N/A

**Entitlement Contacts**

Application	Contact Type	Contact
<a href="#">AK Literacy</a>	Grantee Contact	N/A
	DEED Application Contact	N/A
	Grants Management Contact	N/A
<a href="#">Career Technical Education</a>	Grantee Contact	
	DEED Application Contact	
	Grants Management Contact	
<a href="#">COVID Relief</a>	Grantee Contact	N/A
	DEED Application Contact	
	Grants Management Contact	
<a href="#">ESEA Consolidated</a>	Grantee Contact	N/A
	DEED Application Contact	
	Grants Management Contact	
<a href="#">Special Education</a>	Grantee Contact	
	DEED Application Contact	
	Grants Management Contact	
Application	Contact Type	Contact

### Contacts

- FY 2022 - COVID Relief - Rev 0 - Contacts

Save And Go To ▶

**Funding Application Contact**

## Submission and Approval

Once the grant application has been completed by the district staff with the Consolidated Update role, the user will mark the application as *Draft Completed*. Next, the district business manager who has been given the Fiscal Representative Role will review and either approve or return to the Grantee COVID Relief Update role. The last approval step at the district level is the Authorized Representative Approval. Once the Authorized Representative has approved the application submission, it will be submitted to DEED and automatically given a Substantially Approvable date by the system.

Application Status	Change Status To	Who Can Make this Change
Not Started	Draft (Revision) Started	Grantee COVID Relief Update
Draft (Revision) Started	Draft (Revision) Completed	Grantee COVID Relief Update
Draft Completed	Fiscal Representative Approved	Grantee Fiscal Representative
Fiscal Representative Approved	Authorized Representative Approved	Grantee Authorized Representative

In a small district where one district representative may fill several of the user roles, the application will still need to be approved by each user role before it can advance through the district and onto DEED. Even in a case as mentioned above. **DEED expects a minimum of two people to participate in the application process and be given distinct approval roles in order to assure fiscal oversight and accountability.**

## DEED Review

Once the district submits the COVID Relief Application, DEED program and grants staff will review the application. DEED aims to approve or return applications within two weeks of receiving. The DEED Program Manager(s) will mark each item in the checklist as *OK* or *Needs Attention*. If any items in the funding application are marked as *Needs Attention*, the application will be returned by the DEED Program Manager to the district for revisions. This cycle will continue until the application is approvable.

Description ( <a href="#">View Sections Only</a> <a href="#">View All Pages</a> )		Validation	Print <input type="checkbox"/> Select Items
All		<a href="#">Messages</a>	<a href="#">Print</a>
<input type="checkbox"/> Grantee Checklist			<a href="#">Print</a>
	<a href="#">Grantee Checklist</a>		<a href="#">Print</a>
<input type="checkbox"/> History Log			<a href="#">Print</a>
	<a href="#">History Log</a>		<a href="#">Print</a>
	<a href="#">Create Comment</a>		
<input type="checkbox"/> Allocations			<a href="#">Print</a>
	<a href="#">Allocations</a>		<a href="#">Print</a>

Check Feedback from  
DEED Program Managers

## GMS Validation Checks

If GMS does not allow the district to submit the application, go to the Sections page, find the Validation column, click on Messages in the All row and then search the messages for any errors written in red and correct.

Sections			
- FY 2022 - COVID Relief - Rev 0			
Application Status: Draft Started			
Change Status To: <a href="#">Draft Completed</a>			
<a href="#">View DEED History Log</a>			
<a href="#">View Change Log</a>			
Description ( <a href="#">View Sections Only</a> <a href="#">View All Pages</a> )		Validation	Print <input type="checkbox"/> Select Items
All		<a href="#">Messages</a>	<a href="#">Print</a>
<input type="checkbox"/> Grantee Checklist			<a href="#">Print</a>
	<a href="#">Grantee Checklist</a>		<a href="#">Print</a>
<input type="checkbox"/> History Log			<a href="#">Print</a>
	<a href="#">History Log</a>		<a href="#">Print</a>
	<a href="#">Create Comment</a>		
<input type="checkbox"/> Allocations			<a href="#">Print</a>
	<a href="#">Allocations</a>		<a href="#">Print</a>
<input type="checkbox"/> CARES Act: ESSER I		<a href="#">Messages</a>	<a href="#">Print</a>
	<a href="#">Accept/Waive Indirect Cost</a>		
	<a href="#">Budget</a>	<a href="#">Messages</a>	<a href="#">Print</a>
	<a href="#">Budget Overview</a>		<a href="#">Print</a>
	<a href="#">Program Details</a>	<a href="#">Messages</a>	<a href="#">Print</a>
	<a href="#">Related Documents</a>	<a href="#">Messages</a>	

Check Validation  
Messages

## Allocations

The top half of the Allocations page shows the allocations for all COVID Relief grants in the funding application. The bottom half of the Allocations page allows the district, if desired, to move funds into the Consolidated Administration Pool (CAP). To “move” funds from a grant to the CAP, enter the amount to be moved in the appropriate cell. See the instructions for the [Consolidated Administration Pool \(CAP\)](#) below for more information about how to consolidate funds for administration.

**Allocations**

- FY 2022 - COVID Relief - Rev 0 - Allocations

Save And Go To

	(1) ESSER I CFDA:	(2) GEER I CFDA:	(3) ESSER II CFDA:	(4) ESSER III CFDA:	(5) COVID CAP CFDA:	Total
Original	\$50,070,679.00	\$40,000,000.00	\$30,000,000.00	\$20,000,000.00	\$0.00	\$140,070,679.00
Incoming Carryover	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Outgoing Carryover	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Reallocated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Additional	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Released	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Consortium	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Forfeited	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$50,070,679.00	\$40,000,000.00	\$30,000,000.00	\$20,000,000.00	\$0.00	\$140,070,679.00

	(1) ESSER I CFDA:	(2) GEER I CFDA:	(3) ESSER II CFDA:	(4) ESSER III CFDA:	(5) COVID CAP CFDA:	Total
From ESSER I	(\$10,000,000.00)				\$10,000,000.00	\$0.00
From GEER I		(\$10,000,000.00)			\$10,000,000.00	\$0.00
From ESSER II			(\$10,000,000.00)		\$10,000,000.00	\$0.00
From ESSER III				(\$10,000,000.00)	\$10,000,000.00	\$0.00
From COVID CAP					\$0.00	\$0.00
Total	\$40,070,679.00	\$30,000,000.00	\$20,000,000.00	\$10,000,000.00	\$40,000,000.00	\$140,070,679.00

## General Application Instructions

### Accept/Waive Indirect Cost (For All Grants)

Use the Accept/Waive Indirect Cost screen to apply indirect cost rates to each grant. The approved indirect rates for each district will be entered into the system by DEED. Check the box to accept the indirect rate for each purpose code as desired.

**Accept/Waive Indirect Cost**

- FY 2022 - COVID Relief - Rev 0 - Allocations


Save And Go To

Purpose Code	Accepting Indirect Cost (5.09 %)
Regular Grant	<input checked="" type="checkbox"/>
Equitable Services	<input checked="" type="checkbox"/>





## Budgets (For All Grants)

Budget information is entered by each account code. To match expenditures to the correct account code, see the [Alaska Department of Education and Early Development Uniform Chart of Accounts](http://education.alaska.gov/publications/chart_of_accounts.pdf) (education.alaska.gov/publications/chart\_of\_accounts.pdf)

Budget		
Go To 		
View Budget Upload   Download Budget Data		
Action	Account Code	Total
<a href="#">Modify</a>	310 - Certificated Salaries	\$11,000.00
<a href="#">Modify</a>	320 - Non-Certificated Salaries	\$0.00
<a href="#">Modify</a>	360 - Employee Benefits	\$0.00
<a href="#">Modify</a>	390 - Transportation Allowance	\$0.00
<a href="#">Modify</a>	410 - Professional & Technical	\$0.00
<a href="#">Modify</a>	420 - Staff Travel	\$0.00
<a href="#">Modify</a>	425 - Student Travel	\$0.00
<a href="#">Modify</a>	430 - Utility Services	\$0.00
<a href="#">Modify</a>	440 - Other Purchased Services	\$0.00
<a href="#">Modify</a>	450 - Supplies/Materials/Media	\$6,000.00
<a href="#">Modify</a>	490 - Other Expenses (Dues and Fees)	\$0.00
<a href="#">Modify</a>	495 - Indirect	\$0.00
<a href="#">Modify</a>	480 - Tuition & Stipends (Students)	\$0.00
<a href="#">Modify</a>	510 - Equipment	\$0.00
<a href="#">Modify</a>	540 - Other Capital Outlay Expenses	\$0.00
Total		\$17,000.00
Adjusted Allocation		\$12,548,438.00
Remaining		\$12,531,438.00

Select  
"Modify"

Click on Modify in order to add, delete, or modify entries in an account code.

Add New Budget Item	Add Budget Item	<< First < Previous 1 Next > Last >> Items 1-2 out of 2 Items/Page: 10	
	Delete Edit		
Delete Budget Item			
			
		Edit Budget Item	
		Account Code: 310 - Certificated Salaries	1.0 FTE Teacher
		Purpose Code: BG - Regular Grant	
		Authorized Activities: Elementary and Secondary Education ...	
		Optional Sub-Code:	
		Location Code: Anchorage School District (5)	
		Quantity: 1.00	
		Cost: \$100,000.00	
		Line Item Total: \$100,000.00	

To enter an item, select **Add Budget Item**.

If desired, enter an applicable sub-code (or object code such as teacher salary within Certificated Salaries). The sub-code must be within the account code in the [Alaska Department of Education and Early Development Uniform Chart of Accounts](#).

Enter the **Quantity** and **Cost** of the item. The total will be automatically calculated. The district may choose to enter multiple items of the same unit cost or enter items individually. With the new budget upload and download process, districts should not “group” together the estimated total cost of multiple budget items (i.e., several positions). The district may budget all certificated salaries (310), non-certificated salaries (320), and benefits (360) for one school in the same box. Do not include budget items for multiple schools in the same box.

Enter information in the **Narrative Description** to clearly delineate the expenses in each entry. Include enough information such as FTE of positions, locations of activities, schools served, number of people traveling, etc. A thorough Narrative Description allows the reviewer to compare the Narrative Description to the descriptions of the activities and use of the funds on the Program Details page for CARES Act: ESSER I, CARES Act: GEER I, as well as ARP Act: ESSER III.

**Location Codes** - The district location code is the default location code from the drop-down. It is preferred that districts do not utilize the school location codes as COVID Relief funds are not school-level programs. The Location Code is not required except for Private School expenses (CARES Act – ESSER I and GEER I). Districts must select the Private School from the Location Code drop-down.

Please reference the individual sections of this handbook for information about each grant’s **purpose codes** and **budget tags**.

The screenshot shows the 'Update Budget Item' form with the following fields and callouts:

- Select Appropriate Account Code:** Points to the 'Account Code' dropdown menu, which is set to '310 - Certificated Salaries'.
- Select Appropriate Purpose Code:** Points to the 'Purpose Code' dropdown menu, which is set to 'BG - Regular Grant'.
- Select All Applicable Tags:** Points to the 'Authorized Activities' dropdown menu, which is set to 'Elementary and Secondary Education ...'.
- Select Appropriate Location Code (i.e., district level or specific school):** Points to the 'Location Code' dropdown menu, which is set to 'Anchorage School District (5)'.
- Provide Applicable Sub-Code (Optional):** Points to the 'Optional Sub-Code' text input field.
- Provide Narrative Describing Item Budgeted:** Points to the 'Narrative Description' text area, which contains '1.0 FTE Teacher'.
- Provide Quantity of Item Budgeted:** Points to the 'Quantity' text input field, which is set to '1.00'.
- Provide Cost of Item Budgeted:** Points to the 'Cost' text input field, which is set to '\$100,000.00'.
- GMS Calculates Total Cost (Quantity x Cost):** Points to the 'Budget Item Total' text input field, which is set to '\$100,000.00'.

The form also includes a summary table at the bottom:

Summary	
Total for all other Budget Items:	\$2,218,182.54
Total for all Budget Items:	\$2,318,182.54
Adjusted Allocation:	\$12,548,438.00
Remaining:	\$10,230,255.46

## Budget Overview (For All Grants)

The Budget Overview page shows the totals that have been budgeted by account code and, if utilized, purpose code. This screen is view only.

Budget Overview

Go To

Filter by Location: All - \$17,000.00

Hide Unbudgeted Categories

Account Code	Purpose Code	BG - Regular Grant	PS - Equitable Services	Total
310 - Certificated Salaries		11,000.00	0.00	11,000.00
320 - Non-Certificated Salaries		0.00	0.00	0.00
360 - Employee Benefits		0.00	0.00	0.00
390 - Transportation Allowance		0.00	0.00	0.00
410 - Professional & Technical		0.00	0.00	0.00
420 - Staff Travel		0.00	0.00	0.00
425 - Student Travel		0.00	0.00	0.00
430 - Utility Services		0.00	0.00	0.00
440 - Other Purchased Services		0.00	0.00	0.00
450 - Supplies/Materials/Media		4,000.00	2,000.00	6,000.00
490 - Other Expenses (Dues and Fees)		0.00	0.00	0.00
495 - Indirect		0.00	0.00	0.00
480 - Tuition & Stipends (Students)		0.00	0.00	0.00
510 - Equipment		0.00	0.00	0.00
540 - Other Capital Outlay Expenses		0.00	0.00	0.00
Total		15,000.00	2,000.00	17,000.00

## Completing the CARES Act Application in GMS

### CARES Act: Elementary and Secondary School Emergency Relief I Fund

#### CARES Act: ESSER I Use of Funds

Districts may spend their funds on a wide variety of activities:

1. Any activity authorized by the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney Vento Homeless Education Assistance Act,
2. Coordination of LEA preparedness and response efforts to improve coordinated responses with other agencies to prevent, prepare for, and respond to coronavirus,
3. Providing principals and other school leaders with the resources necessary to address school needs,
4. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth,
5. Developing and implementing procedures and systems to improve LEA preparedness and response efforts,
6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases,
7. Purchasing supplies to sanitize and clean LEA facilities,
8. Planning for and coordinating during long-term closures, including how to provide meals, technology for online learning, guidance on IDEA requirements, and ensuring other educational services can continue to be provided consistent with all applicable requirements,
9. Purchasing educational technology (including hardware, software, and connectivity) for students served by the LEA that aids in regular and substantive educational interactions between students and their classroom teachers, including assistance technology or adaptive equipment,
10. Providing mental health services and supports,
11. Planning and implementing activities related to summer learning and supplemental afterschool programs and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care, and
12. Other activities that are necessary to maintain operations and continuity of services and continuing to employ existing staff.

#### CARES Act: ESSER I Budget Purpose Codes

If desired or required, select the appropriate purpose code. Be aware that budgeting an item in a purpose code is like creating “sub-budgets” within the particular grant. There will be two purpose codes for the ESSER I application:

- Equitable Services (required for all private school expenses)
- Regular Grant

**Note:** Reimbursements must be submitted by each purpose code used. The district will need to track expenses by purpose code in order to submit reimbursements requests.

### CARES Act: ESSER I Available Budget Tags

Select all appropriate Tags. At least one tag must be selected. See [Adding Budget Tags](#) section of this document. Unlike purpose codes, tags are not tied to reimbursement requests. Tags are strictly for budgeting purposes and do not affect reimbursements. The available tags for ESSER I are:

Tag Names	Budget Upload Text
Elementary and Secondary Education Act	AA=ESEA
Individuals with Disabilities Education Act	AA=IDEA
Adult Education and Family Literacy Act	AA=AEFLA
Carl D. Perkins Career and Technical Education Act	AA=CTE
McKinney Vento Homeless Education Assistance Act	AA=MKV
Coordination with other agencies	AA=1
Supporting principals and other school leaders	AA=2
Addressing needs of special populations	AA=3
Developing procedures to improve district preparedness	AA=4
Training on minimizing spread of COVID-19	AA=5
Purchasing supplies to sanitize facilities	AA=6
Planning for long-term closures	AA=7
Purchasing educational technology	AA=8
Providing mental health services and supports	AA=9
Summer programming for special populations	AA=10
Other activities to ensure continuity	AA=11

## CARES Act: ESSER I Program Details

Answer each of the questions listed on the Program Details page. Below is list of the questions.

1. How did the LEA determine its most important educational needs as a result of COVID-19?
2. What is the LEA's proposed timeline for providing services and assistance to students and staff in both public and non-public schools?
3. To what extent does the LEA intend to use ESSER funds to promote remote learning?
4. How does the LEA intend to assess and address student learning gaps resulting from the disruption in educational services?
5. How will the LEA provide equitable services to students and teachers in non-public schools located within the LEA in the same manner as provided under section 1117 of the ESEA? (if applicable)
6. Describe how the LEA will comply with the requirements of Section 427 of GEPA, 20 U.S.C 1228a. The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

## CARES Act: Governor's Emergency Education Relief Fund

### CARES Act: GEER I Use of Funds

Districts may spend their funds on a wide variety of activities:

1. Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
2. Support the ability of the LEAs to continue to provide educational services to public and non-public school students and to support the on-going functionality of the LEA.
3. The provision of childcare and early childhood education, social and emotional support, and the protection of education-related jobs.

### CARES Act: GEER I Budget Purpose Codes

There will be two purpose codes for the GEER I application:

- Equitable Services (required for all private school expenses)
- Regular Grant

**Note:** Reimbursements must be submitted by each purpose code used. The district will need to track expenses by purpose code in order to submit reimbursements requests.

### CARES Act: GEER I Available Budget Tags

Select all appropriate Tags. At least one tag must be selected. See [Adding Budget Tags](#) section of this document. Unlike purpose codes, tags are not tied to reimbursement requests. Tags are strictly for budgeting purposes and do not affect reimbursements. The available tags for GEER I are:

Tag Name	Budget Upload Text
Elementary and Secondary Education Act	AA=ESEA
Individuals with Disabilities Education Act	AA=IDEA
Adult Education and Family Literacy Act	AA=AEFLA
Carl D. Perkins Career and Technical Education Act	AA=CTE
McKinney Vento Homeless Education Assistance Act	AA=MKV
Supporting on-going functionality of the LEA	AA=1
Continued staffing during period of disruption	AA=2
Carrying out emergency educational services	AA=3
Addressing digital divide and related issues in distance learning	AA=4
Childcare and early childhood education	AA=5
Social and emotional support	AA=6

### CARES Act: GEER I Program Details

Answer each of the questions listed on the Program Details page. Below is list of the questions.

1. How will the LEA continue to provide educational services to students?
2. How will the LEA provide equitable services to students and teachers in non-public schools located within the LEA in the same manner as provided under section 1117 of the ESEA?
3. Describe how the LEA will comply with the requirements of Section 427 of GEPA, 20 U.S.C 1228a. The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

### CARES Act: GEER I Related Documents

Upload documentation as needed.

## Completing the CRRSA Act Application in GMS

### CRRSA Act: Elementary and Secondary School Emergency Relief II Fund

#### CRRSA Act: ESSER II Use of Funds

Districts may spend their funds on a wide variety of activities:

1. Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney- Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
2. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
3. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
4. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
5. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
6. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
7. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
8. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
9. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
10. Providing mental health services and supports.
11. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
12. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
  - a. Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction.
  - b. Implementing evidence-based activities to meet the comprehensive needs of students.
  - c. Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
  - d. Tracking student attendance and improving student engagement in distance education.



13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
14. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
15. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

#### CRRSA Act: ESSER II Budget Purpose Code

There will be one purpose code for the ESSER II application:

- ESSER II Fund

#### CRRSA Act: ESSER II Available Budget Tags

Select all appropriate Tags. At least one tag must be selected. See [Adding Budget Tags](#) section of this document. Unlike purpose codes, tags are not tied to reimbursement requests. Tags are strictly for budgeting purposes and do not affect reimbursements. The available tags for ESSER II are:

Tag Names	Budget Upload Text
Elementary and Secondary Education Act	AA=ESEA
Individuals with Disabilities Education Act	AA=IDEA
Adult Education and Family Literacy Act	AA=AEFLA
Carl D. Perkins Career and Technical Education Act	AA=CTE
McKinney Vento Homeless Education Assistance Act	AA=MKV
Coordination with other agencies	AA=1
Supporting principals and other school leaders	AA=2
Addressing needs of special populations	AA=3
Developing procedures to improve district preparedness	AA=4
Training on minimizing spread of COVID-19	AA=5
Purchasing supplies to sanitize facilities	AA=6
Planning for long-term closures	AA=7
Purchasing educational technology	AA=8
Providing mental health services and supports	AA=9
Summer programming for special populations	AA=10
Addressing learning loss among students	AA=11
School facility repairs and improvement to reduce risk of virus transmission	AA=12
Improving the indoor air quality in school facilities	AA=13
Other activities to ensure continuity	AA=14

#### CRRSA Act: ESSER II Related Documents

Upload documentation as needed.

## Completing the ARP Act Application in GMS

### ARP Act: Elementary and Secondary School Emergency Relief III Fund

#### ARP Act: ESSER III Use of Funds

Districts may spend their funds on a wide variety of activities:

1. Any activity authorized by the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA), or the Carl D. Perkins Career and Technical Education Act (Perkins),
2. Coordination of LEA preparedness and response efforts to improve coordinated responses with other agencies to prevent, prepare for, and respond to coronavirus,
3. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth,
4. Developing and implementing procedures and systems to improve LEA preparedness and response efforts,
5. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases,
6. Purchasing supplies to sanitize and clean LEA facilities,
7. Planning for and coordinating during long-term closures, including how to provide meals, technology for online learning, guidance on IDEA requirements, and ensuring other educational services can continue to be provided consistent with all applicable requirements,
8. Purchasing educational technology (including hardware, software, and connectivity) for students served by the LEA that aids in regular and substantive educational interactions between students and their classroom teachers, including assistance technology or adaptive equipment,
9. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools,
10. Planning and implementing activities related to summer learning and supplemental afterschool programs and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care,
11. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
  - a. Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
  - b. Implementing evidence-based activities to meet the comprehensive needs of students.
  - c. Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
  - d. Tracking student attendance and improving student engagement in distance education.
12. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
13. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
14. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention

for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff, and

15. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

### ARP Act: ESSER III Budget Purpose Codes

If desired or required, select the appropriate purpose code. Be aware that budgeting an item in a purpose code is like creating “sub-budgets” within the particular grant. There will be two purpose codes for the ESSER III application:

- ESSER III Grant
- Addressing learning loss among students (required) – the district must budget for and expend at least 20% of the entire allocation using this purpose code.

**Note:** Reimbursements must be submitted by each purpose code used. The district will need to track expenses by purpose code in order to submit reimbursements requests.

### ARP Act: ESSER III Available Budget Tags

Select all appropriate Tags. At least one tag must be selected. See [Adding Budget Tags](#) section of this document. Unlike purpose codes, tags are not tied to reimbursement requests. Tags are strictly for budgeting purposes and do not affect reimbursements. The available tags for ESSER III are:

Tag Names	Budget Upload Text
Elementary and Secondary Education Act	AA=ESEA
Individuals with Disabilities Education Act	AA=IDEA
Adult Education and Family Literacy Act	AA=AEFLA
Carl D. Perkins Career and Technical Education Act	AA=CTE
Coordination with other agencies	AA=1
Addressing needs of special populations	AA=3
Developing procedures to improve district preparedness	AA=4
Training on minimizing spread of COVID-19	AA=5
Purchasing supplies to sanitize facilities	AA=6
Planning for long-term closures	AA=7
Purchasing educational technology	AA=8
Providing mental health services and supports	AA=9
Summer programming for special populations	AA=10
Addressing learning loss among students	AA=11
School facility repairs and improvement to reduce risk of virus transmission	AA=12
Improving the indoor air quality in school facilities	AA=13
Developing strategies and implementing public health protocols policies	AA=14
Other activities to ensure continuity	AA=15

## ARP Act: ESSER III Program Details

Answer each of the questions listed on the Program Details page. Below is list of the questions.

### **Section A: District Plan for Safe Return to In-Person Instruction and Continuity of Services (Must be completed by June 23, 2021)**

- A.1. Describe how the district developed the plan for the safe return to in-person instruction and continuity of services. Provide how the district sought public comment on the plan and took such comments into account in the development of the plan. Include which stakeholders were involved in the development of the plan.
- A.2. Provide the link to district's plan.

### **Section B: Stakeholder Consultation (Must be completed by August 23, 2021)**

- B.1. Describe how, in the planning for the use of ESSER III funds, the district provided opportunities for input and engaged in meaningful consultation with stakeholders including, but not limited to: students; families; school and district administrators (including special education administrators); teachers, principals, school leaders, other educators, school staff, and their unions; Tribes; and other stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory children, children who are incarcerated, and other underserved students.

### **Section C: Identifying Needs (Must be completed by August 23, 2021)**

- C.1. Describe the extent of the impact of the COVID-19 pandemic on student learning and student well-being, including identifying the groups of students most impacted by the pandemic.

### **Section D: Coordination of Funds (Must be completed by August 23, 2021)**

- D.1. Describe how the district will coordinate with other federal education funding (i.e., other COVID Relief funding, ESEA, IDEA, CTE, Child Nutrition).

### **Section E: Use of Funds (Must be completed by August 23, 2021)**

- E.1. Describe how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- E.2. Describe how the district will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ESSER III funds) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- E.3. Describe how the district will use funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students.
- E.4. If applicable, describe how the district will use funds to sustain and support access to early childhood education programs.

### **Section F: Evaluation (Must be completed by August 23, 2021)**

- F.1. Describe how the district will evaluate the level of implementation and effectiveness of programs funded.

**Section G: General Education Provision Act (GEPA) (Must be completed by August 23, 2021)**

- G.1. Describe how the district will comply with the requirements of Section 427 of GEPA, 20 U.S.C 1228a. The description must include information on the steps the district proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

**Timeline**

Within 30 days after receiving ARP ESSER III funds, districts will develop and make publicly available on the district website the plan for safe return to in-person instruction.

Within 90 days of receiving ARP ESSER III Funds, districts will complete an ARP ESSER Plan. Statutory requirements have been incorporated into the GMS application for ARP ESSER III funds.

Visit the [ARP State Plan webpage](https://education.alaska.gov/safeschools/infectiousdisease/arp-state-plan) (education.alaska.gov/safeschools/infectiousdisease/arp-state-plan) for further details.



## Completing the Consolidated Admin Pool (CAP) in GMS

This Section is **only** for districts who choose to consolidate funds from multiple COVID Relief funds for the purpose of covering the costs associated with administering those programs. A district may consolidate administrative funds under the ESSER I, GEER I, ESSER II, and ESSER III with the approval of the SEA to administer the programs included in the consolidation and, as is the case with the consolidated State administrative funds, for administrative activities designed to enhance the effective and coordinated use of funds under programs included in the consolidation. Districts who use a consolidated administrative budget will likely find it easier to track expenses associated with administering all the COVID Relief funding, since the district will not be required to keep separate records for each fund's administrative costs. All districts are eligible and encouraged to use the consolidated admin budget. **Note: If the district exercises the option to consolidate administrative funds in the CAP, they may not pay for additional administrative costs in the individual grant budgets.**

The CAP "grant" will only appear once a district has moved funds from the contributing grants into the Consolidated Admin Pool (CAP) on the Allocations page. Once that has been accomplished, the CAP grant appears on the Sections page, and the district simply enters the budget and narrative information by object code for the CAP budget the same way it does for all other grants. Remember to enter the FTE and description of positions funded with the consolidated admin pool. Do not include any direct program services in the CAP budget.

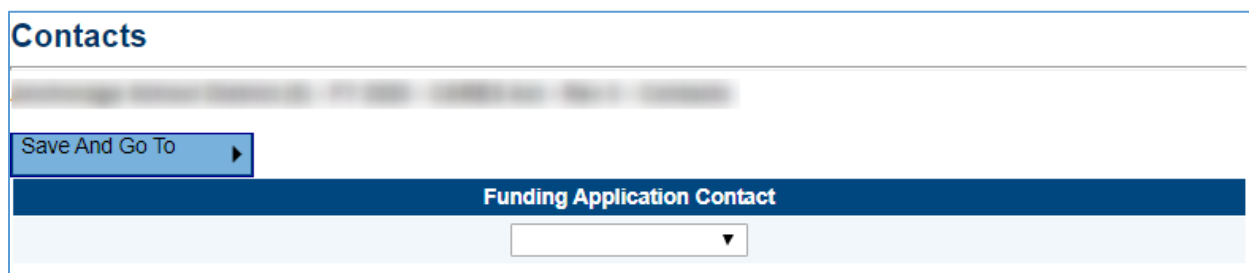
There is no separate Program Details page for the CAP. The description of administrative services funded through the CAP should be clearly outlined in the budget narrative instead.

Consistent with section 8201(a)(2), the US Department of Education is now designating ESSER I, GEER I, ESSER II, and ESSER III as programs under which administrative funds may be consolidated. Title VIII, Section 8203 of ESEA lists several rights and restrictions for districts using the CAP, including the following:

- A local educational agency may consolidate and use for the administration of one or more programs under this Act not more than the percentage, established in each program, of the total available for the local educational agency under those programs. [Section 8203(a)]
- A local educational agency that consolidates administrative funds under this section for any fiscal year shall not use any other funds under the programs included in the consolidation for administration for that fiscal year. [Section 8203(c)]
- A local educational agency that consolidates administrative funds under this section may use the consolidated funds for the administration of the programs and for uses, at the school and district levels, comparable to those described in Section 8201(b)(2). [Section 8203(d)]
- A local educational agency that consolidates administrative funds under this section shall not be required to keep separate records, by individual program, to account for costs relating to the administration of the programs included in the consolidation. [Section 8203(e)]

## Contacts

Select from the drop-down menus the name of the district user who is the primary contact for the COVID Relief Application. Note: The individual must be a GMS user to show up in the drop down.



The screenshot shows a web interface for the 'Contacts' section. At the top, there is a 'Save And Go To' button. Below it, a dark blue header bar contains the text 'Funding Application Contact'. Underneath this header is a white dropdown menu with a downward-pointing arrow.

## Assurances

The Assurances section describes the overall assurances that the district agrees to in accepting the federal funds under this funding application.

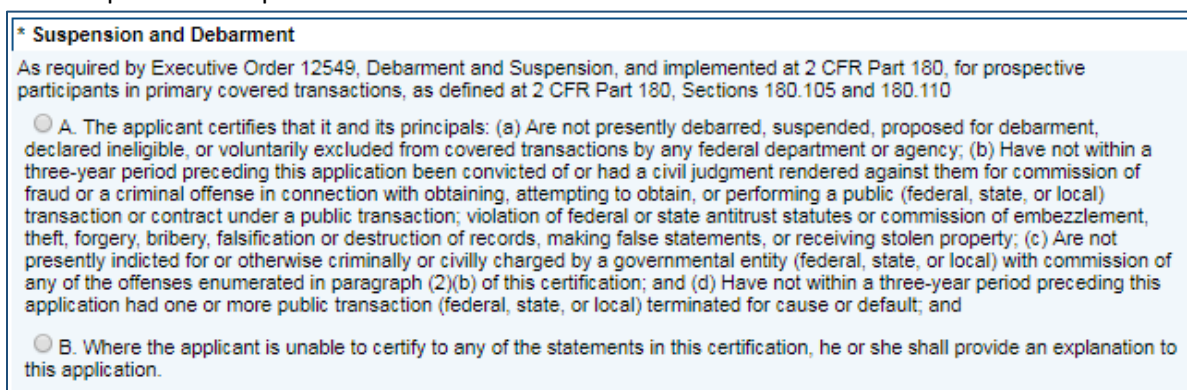
### Assurances

1. Insert district's Dun and Bradstreet Data Universal Numbering System (DUNS) Number and the System for Award Management (SAM) Expiration date. If the district's SAM registration date is likely to expire prior to the application being approved, go to [sam.gov](https://sam.gov) to renew, and then enter new expiration date. If the SAM expiration date listed has passed, a validation error will occur.



The screenshot shows the 'Assurances' section of a web application. It features a 'Go To' button. Below the button are two input fields: one labeled '\* DUNS Number' and another labeled '\* System for Award Management (SAM) Expiration' with a calendar icon next to it.

2. Complete the Suspension and Debarment section.



The screenshot shows the 'Suspension and Debarment' section. It has a title '\* Suspension and Debarment' followed by a paragraph: 'As required by Executive Order 12549, Debarment and Suspension, and implemented at 2 CFR Part 180, for prospective participants in primary covered transactions, as defined at 2 CFR Part 180, Sections 180.105 and 180.110'. Below this are two radio button options: 'A. The applicant certifies that it and its principals: (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency; (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property; (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and (d) Have not within a three-year period preceding this application had one or more public transaction (federal, state, or local) terminated for cause or default; and' and 'B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall provide an explanation to this application.'

## Related Documents

The complete packet of assurances, the **COVID Relief Assurances and Certifications Packet**, must be completed, signed by the district's superintendent or authorized designee, scanned, and uploaded under the Required Documents section. **Districts must upload the FY2022 COVID Relief Assurances Packet by June 23, 2021.**

## General GMS Guidance

### What is the Budget Template?

The Excel budget template contains four worksheets.

- The first is the *Budget Data* worksheet and contains the column headings and any budget detail information currently in the grant from which it is downloaded. This is the sheet that is used to create, update, or delete budget detail information.
- The *Available Budget Cells* worksheet contains the list of allowable account code/purpose code combinations for the grant.
- The *Available Budget Tags* worksheet contains the list of required/optional tags for the grant.
- The *Available Organizations* worksheet contains the list of organizational codes (e.g., district and school codes) for the district's grant.

The *Available Budget Tags*, *Available Budget Cells*, and *Available Organizations* worksheets are for reference and can be used to copy and paste information to the *Budget Data* worksheet.

### Excel Worksheets

<b>Budget Data</b>	Available Budget Cells	Available Budget Tags	Available Organizations
--------------------	------------------------	-----------------------	-------------------------

### Budget Data

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Item Key	Action	Account C	Account C	Purpose C	Purpose C	Optional	Budget Ta	Organizat	Organizat	Quantity	Cost	Total	Narrative Description		
2	957015	Update	310	Certificate	BG	ESSER II Fu	AA=MKV	5	Anchorage		189	4500	850500	Narrative Description		
3	957013	Update	310	Certificate	BG	ESSER II Fu	AA=12	5	Anchorage		1	2000	2000	Narrative Description		
4	957016	Update	430	Utility Ser	BG	ESSER II Fu	AA=ESEA,	5	Anchorage		4	250	1000	Narrative Description		
5	957014	Update	495	Indirect	BG	ESSER II Fu		5	Anchorage		1	37895.4	37895.4	Automatically generated In		
6																
7																

### Available Budget Cells

	A	B	C	D	E	F
1	Account C	Account C	Purpose C	Purpose Code	Description	
2	310	Certificate	BG	ESSER II Fund		
3	320	Non-Certi	BG	ESSER II Fund		
4	360	Employee	BG	ESSER II Fund		
5	390	Transport	BG	ESSER II Fund		
6	410	Profession	BG	ESSER II Fund		
7	420	Staff Trave	BG	ESSER II Fund		
8	425	Student Tr	BG	ESSER II Fund		



## Tips for Using the Budget Template

- It is recommended that a budget template be downloaded whenever a new budget upload is being created so that the most current system information is available.
- Columns in the template can be rearranged, but it is critical that the text of the column heading remain exactly as downloaded.
- Required columns cannot be deleted.
- Additional columns can be added, but these will be ignored in the upload process. For example, a column for notes could be added for reference but they would not create errors nor would the data in these columns affect the budget detail in the upload process.
- Rows for budget details which have no changes can be deleted if desired. Leaving them in with the *Update* Action will not make any changes if nothing was changed in the Excel file. Note: If the budget detail is to be removed from the budget, leave the row in and use *Delete* in the Action column.
- While an entire budget can be uploaded at once, it is also possible to upload only one or a group of budget details.
- Indirect lines in the file will be ignored, as they are automatically generated based on the content in the other budget entries. A warning will appear but it will not prevent the budget template from uploading.

### Grant Budget Upload Messages

- FY 2021 - CRRSA Act - Rev 0 - Elementary and Secondary School  
Emergency Relief II Fund

[Return to Grant Budget Upload](#)

Row 5	
495 - Indirect cannot be created, updated, or deleted through the budget upload. These line items are automatically generated based on other budget entries. These rows will be ignored when the file processes.	Warning

- Indirect lines can be manually deleted from the budget template before uploading, but this action is not necessary.

The Budget Template contains the following columns.

### 1. Item Key (required column)

- A value is required for rows that are being updated or deleted. The value would need to remain the same from the budget download.
- This column contains the system's identification for an existing budget detail. When creating new budget details, this cell will be left blank.

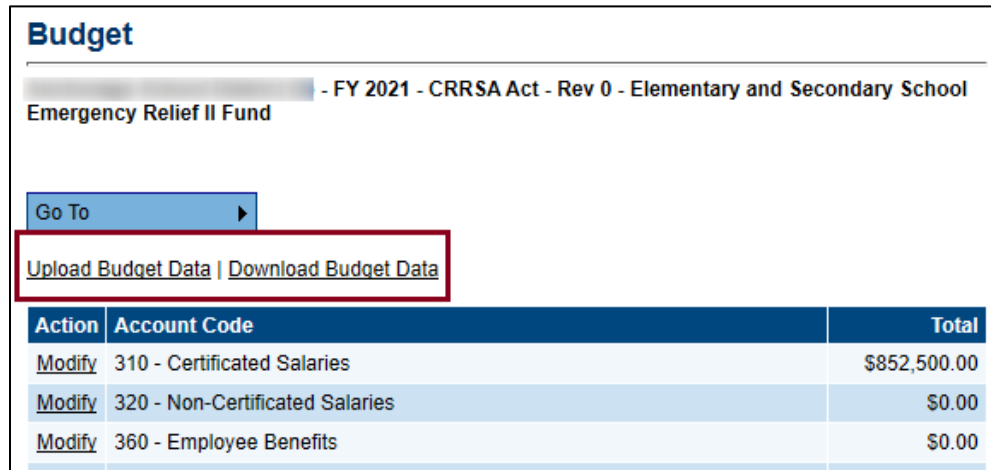
### 2. Action (required column)

- A value is required for this column in every budget detail row.
- Three possible entries – *Update*, *Delete*, and *Create*.

- An existing budget detail can only have *Update* or *Delete*. The default is *Update*.
  - New budget details must use the term *Create*.
- 3. Account Code (required column)**
- A value is required for this column in every budget detail row.
  - Can only have a code that is listed on the available Budget Cells sheet
- 4. Account Code Description (optional column)**
- This column is included in the budget download template as a reference only. It is not necessary to include this column in the budget upload file.
- 5. Purpose Code (required column)**
- A value is required for this column in every budget detail row.
  - must be listed on the Budget Cells sheet in combination with the Account Code selected.
- 6. Purpose Code Description (optional column)**
- This column is included in the budget download template as a reference only. It is not necessary to include this column in the budget upload file.
- Tip: The Account Code, Account Code Description, Purpose Code and Purpose Code Description can be copied and pasted to the appropriate location in the Budget Data sheet.
- 7. Optional Sub-Code (optional column)**
- 8. Budget Tags (optional column)**
- For Title Programs that require a tag, there will be a validation error that will force a budget tag to be entered before submission.
  - Districts can also manually select tags from the drop-down menu for each budget item in GMS itself.
- 9. Organization Number (required column)**
- A value is required for this column in every budget detail row.
  - Data entered must be on the Available Organization page in the exact format as listed.
- 10. Organization (optional column)**
- This column is included in the budget download template as a reference only. It is not necessary to include this column in the budget upload file.
  - Can be copied and pasted with the code from the Available Organization sheet.
- 11. Quantity (required column)**
- A value is required for this column in every budget detail row.
  - Must be greater than 0.
  - Data can be entered up to two decimal places.
- 12. Cost (required column)**
- A value is required for this column in every budget detail row.
  - Must be greater than 0.
  - Data can be entered up to two decimal places.
- 13. Total (optional column)**
- This will be automatically calculated as Quantity x Cost = Total.
- 14. Narrative Description (required column)**
- A value is required for specific account code/purpose code combinations. If an upload file is missing one or more required narrative descriptions, an error message will indicate which rows require a value.
  - Limit to 2,000 characters.
  - Use ALT+Enter (Windows) or Control+Option+Enter (Mac) to create line breaks in the text.

## Steps for Creating or Modifying a Budget

- Step 1.** From the Budget page click on *Download Budget Data*. This will download an Excel file containing the budget data and other information specific to the grant.

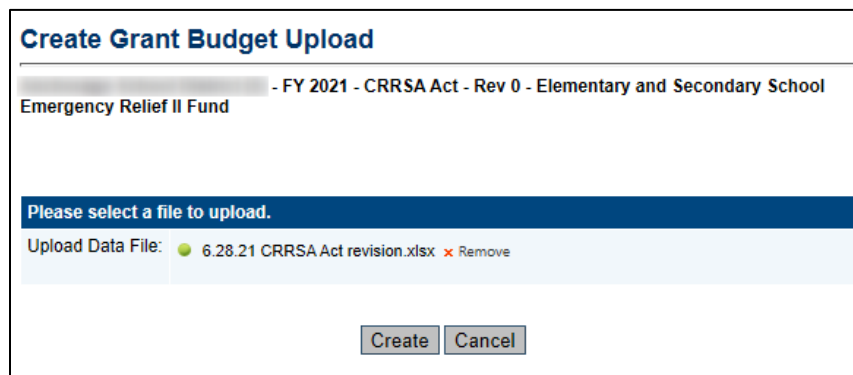


Action	Account Code	Total
<a href="#">Modify</a>	310 - Certificated Salaries	\$852,500.00
<a href="#">Modify</a>	320 - Non-Certificated Salaries	\$0.00
<a href="#">Modify</a>	360 - Employee Benefits	\$0.00

- Step 2.** Open the downloaded Excel file. The column headings in the file must not be renamed nor required columns deleted. However, the columns can be reordered if desired. Make any desired changes to any existing budget details. The default Action value is *Update* which indicates a change to data within the budget detail. To delete a budget detail, use *Delete* in the Action column. Create new budget details as needed, putting *Create* in the Action column.

If creating a budget “from scratch,” or to provide a user with a blank upload file, use *Download Budget Data* before any budget details are created or download the budget and delete all the rows except the one with the column headings. This process could be used to provide an empty spreadsheet to individual schools for creating their own budgets. The completed sheets would be uploaded into the district budget.

- Step 3.** Save the file with an appropriate file name.
- Step 4.** From the Budget page, click on *Upload Budget Data*.
- Step 5.** Locate the file by clicking on *Choose File* and click on *Create* after finding the file.



**Create Grant Budget Upload**

Emergency Relief II Fund - FY 2021 - CRRSA Act - Rev 0 - Elementary and Secondary School

Please select a file to upload.

Upload Data File: 6.28.21 CRRSA Act revision.xlsx Remove

Create Cancel

- If the file is missing any required data, a message will appear and the file will not be uploaded. Open the file in Excel, enter the missing data, save the file and upload again.

**Step 6.** If the file uploads, the system will display the Grant Budget Upload Screen.

[Process Grant Budget Upload](#)  
[Delete Grant Budget Upload](#)

Grant Budget Upload Functions	Description
<a href="#">View Messages</a>	View any issues with the upload file.
<a href="#">Upload Data File</a>	Upload a new file to replace the current one.
<a href="#">View Data File</a>	View the current file.

[Return](#)

**Process Grant Budget Upload:** Completes the upload process and makes changes to the budget.

**Delete Grant Budget Upload:** Ends the current upload action. No changes will be made to the budget.

**View Messages:** Check for validation errors.

**Upload Data File:** Upload a new file to correct any validation errors.

**View Data File:** Opens the uploaded file.

**Step 7.** Click on *View Messages* to see if there are any validation errors. An error will prevent the file from being processed. If errors exist, correct them in the Excel file and click on *Upload Data File* from this screen to load the corrected file.

**Step 8.** If there are no error messages, click on *Process Grant Budget Upload* to complete the budget upload.

**Step 9.** A budget upload must be processed before another one can be started. If a budget upload has been started but not completed, the Budget page will display a *View Budget Upload* link. If you do not want to complete the current budget upload process for any reason, click on *Delete Grant Budget Upload*. No changes will be made to the budget.

[Process Grant Budget Upload](#)  
[Delete Grant Budget Upload](#)

Grant Budget Upload Functions	Description
<a href="#">View Messages</a>	View any issues with the upload file.
<a href="#">Upload Data File</a>	Upload a new file to replace the current one.
<a href="#">View Data File</a>	View the current file.

[Return](#)

## Adding Budget Tags

Available Budget tags are listed on the *Available Budget Tags* worksheet of the budget template.

	A	B	C	D	E	F	G
1	Tag Group Name	Tag Group	Tag Name	Tag Load Name	Upload Text		
2	Authorized Activities	AA	Elementary and Secondary Education Act	ESEA	AA=ESEA		
3	Authorized Activities	AA	Individuals with Disabilities Education Act	IDEA	AA=IDEA		
4	Authorized Activities	AA	Adult Education and Family Literacy Act	AEFLA	AA=AEFLA		
5	Authorized Activities	AA	Carl D. Perkins Career and Technical Education Act	CTE	AA=CTE		
6	Authorized Activities	AA	McKinney Vento Homeless Education Assistance Act	MKV	AA=MKV		
7	Authorized Activities	AA	Coordination with other agencies	1	AA=1		
8	Authorized Activities	AA	Supporting principals and other school leaders	2	AA=2		
9	Authorized Activities	AA	Addressing needs of special populations	3	AA=3		
10	Authorized Activities	AA	Developing procedures to improve district preparedness	4	AA=4		

To add multiple tags, tags need to be separated by commas in the *Budget Tags* column on the *Budget Data* worksheet. [Tag Group Code]= [Tag Load Name 1], [Tag Load Name 2], [Tag Load Name 3]. See example below.

	A	B	C	D	E	F	G	H	I	J	K	L
1	Item Key	Action	Account C	Account C	Purpose C	Purpose C	Optional S	Budget Tags	Organizational	Organizational	Quantity	Cost
2	957015	Update	310	Certificate BG	ESSER II F			AA=MKV	5	Anchorage	189	
3	957013	Update	310	Certificate BG	ESSER II F			AA=12	5	Anchorage	1	
4	957016	Update	430	Utility Ser BG	ESSER II F			AA=ESEA, MKV	5	Anchorage	4	
5	957014	Update	495	Indirect BG	ESSER II F				5	Anchorage	1	3
6												
7												
8												
9												
10												

Districts can also manually select tags from the drop-down menu for each budget item in GMS itself.